

In order to appeal the ratings provided to the Department of Education by the educator review teams, please complete the table below for any indicator for which your program received a score of "0." Indicators that received a "1" or "2" will not be reviewed by our reconsideration committee. Additionally, any appeal that is not supported by specific evidence and the source of this evidence will not be considered. If you need additional rows, please add them to the end of the table. If you cite any evidence from documentation that was not provided to IDOE or the original reviewers, please include this documentation with your submission. Please return these documents to textbook@doe.in.gov no later than midnight on Wednesday, February 29.

Publisher Name/Book Title/Grade Level: McGraw-Hill/SRA Imagine It!/Grade 4

Section	Indicator Number	Publisher Comments	Evidence
Example: Professional Development	Example: #4	Example: Info not originally provided to reviewers	Example: Customized options provided as noted in PD brochure attached.
Instructional Design	10	A clear and logical organization of each lesson is apparent in both the weekly lesson planner as well as the mini-planners in each section, with the order and procedure of each day's lesson clearly labeled.	TE Unit 1 Lesson 2 pages 42A-42B, 42E-42I, 42O-42R, 45, 65A, 65E-65M
Instructional Design	11	Instruction is consistently explicit, concise, specific, and related to the objective. Routines and a Teach/Guided Practice/Apply pattern help to make instruction concise; Routine Cards can be found at the back of each Teacher's Edition.	TE Unit 1 Lesson 3 Preparing to Read section pages 66O-66R TE Unit 1 Lesson 3 Reading and Responding section pages 66S-85D TE Unit 1 Lesson 3 Language Arts pages 85G-85M TE Unit 1 Routines 1-9, A, B at back of book
Instructional Design	12	Teacher directives are highly detailed to ensure accurate implementation.	Before reading: TE Unit 5 Lesson 5 pages 5400-540R During reading: TE Unit 5 Lesson 5 pages 540S-553 After reading: 553A-5530
Instructional Design	16	Many guided practice opportunities are available for explicit teaching and teacher-directed feedback, not only before reading but during reading as well. In addition, after reading the selection the students engage in the Language Arts section, which is set up in	Before reading: TE Unit 5 Lesson 3 pages 4940-494R, 494S-495 During reading: TE Unit 5 Lesson 3 pages 498-509 After reading: 509A-509B, 511A-511B,

		a Teach/Guided Practice/Apply format so that teachers	513E-513M
		model the skill, help students perform the skill, and	
		then turn over the responsibility of performing the skill	
		to the students. This is similar to the reading section,	
		where teachers in the beginning units model the use of	
		comprehension strategies for students, who then take	
		over the responsibility in later units.	
Instructional Design	17	SRA Imagine It! provides clear guidance for the teacher	TE Unit 1 Lesson 2, pages 42P, 44B, 61B,
		to document student progress and to inform	65C, 65F, 65H, 65J, 65L, 65M, 129I-129J
		instruction. Formal Lesson Assessments occur at the	
		end of each weekly lesson, while formal Benchmark	Lesson Assessment ATE Book 1 pages iv-
		Assessments are administered at the end of every 6	xiii, 128-133 (see attached)
		weeks. Clear cutoffs, percentage scores, and tracking	,
		information are given in the front matter of the	Online Access Card—Access Unit 1, Lesson
		Annotated Teacher's Edition of the Lesson Assessments	3, Day 5 for access to the following:
		and in the front matter of the Benchmark Assessment.	Benchmark Assessment pages iv-xi
		Some of this information was not available previously	1 5
		to reviewers. Monitoring Progress boxes also offer	
		opportunities to document student progress and to	
		inform instruction. Some of this information may not	
		have been originally provided to reviewers.	
Instructional Design	18	The instruction in SRA Imagine It! makes a clear	Unit 1 Lesson 5 pages 1060-106R, 106-
		connection among all five components of reading.	107, 108, 110-115,115B, 117A-117B, 118-
		Phonological/phonemic awareness is taught in the early	119, 120-123
		grade levels and is reviewed in Intervention for those	-, -
		students needed the extra scaffolding. Phonics is	Unit 2 Lesson 2 pages 1500-150R, 150-
		emphasized in the Word Structure segment of the	151, 152, 154-163, 163B, 165B, 166-167
		lesson but is reviewed in the reading selection.	
		Comprehension, vocabulary, and fluency are tightly knit	Unit 2 Lesson 5 pages 2060-206R, 206-
		together in the Reading and Responding section of the	207, 208, 210-221, 221B, 223B, 224-225,
		lesson, with vocabulary being pre-taught before the	226-229
		selection, pointed out during the reading, and reviewed	
		after the selection. Fluency instruction is evident not	Online Access Card—Access Unit 1, Lesson
		only during the reading of the selection but also in the	5, Day 10 for access to the following:
		Word Structure portion of the lesson. In addition,	Leveled Readers—Emma Edmonds: Soldier

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		fluency, vocabulary, and comprehension are reiterated	and Spy, A Talent for Teaching, A Desire
		, ,	, ,,
		in the Leveled Reader, Science or Social Studies Inquiry,	for Learning, Exploring Underwater
		and poetry instruction. All five components are	Wonders
		intricately woven together into the fabric of the lessons	Leveled Readers for Social Studies—
		in SRA Imagine It!	Christopher Columbus, Western Native
			Americans, Native Americans of the West,
			Early Exploration
			Leveled Readers Teacher's Edition pages 4.
			10, 16, 24
			Leveled Readers for Social Studies
			Teacher's Edition pages 2, 8, 12, 14
			Intervention Guide pages 76-89, Appendix
			2-39
			Online Access Card—Access Unit 2 Lesson
			5, Day 10 for access to the following:
			, ,
			Leveled ReadersTurtle Crossing, How a
			Hermit Crab Grows, Animals Working
			Together, and The Great Migrating
			Monarchs of Prairie Sun
			Leveled Readers for ScienceGoing in
			Circles! Is It a Plant or an Animal? To Move
			or Not to Move, and Your Body's Systems
			Leveled Readers Teacher's Edition pages
			32, 42, 44, 50
			Leveled Readers for Science Teacher
			Edition pages 2, 8, 10, 16
			Intervention Guide page 170-183,
			Appendix 2-39
Instructional Design	19	Scaffolding is a prominent part of every section of every	Monitor Progress boxes—TE Unit 1 Lesson
		lesson. Each lesson provides Monitoring Progress boxes	2, pages 42P, 44B, 61B, 65C, 65F, 65H, 65J,
		that address the needs of Approaching Level, On Level,	65L, 65M
		and Above Level students at point of use in each lesson.	Tips for Differentiating Instruction for
		Each lesson also provides scaffolding for English	English Learners—TE Unit 1 Lesson 2
		Learners in the form of tips for Differentiating	pages 420, 42P, 42Q, 42R, 43, 44A, 46, 47,

		Instruction for English Learners. In addition, Differentiating Instruction for Workshop planners at the beginning of each lesson offer ideas of ways to helps students who are Approaching Level, On Level, Above Level, or English Learners. Finally, separate components help to scaffold each lesson, such as Reteach or Intervention Guide for approaching-level students, Skills Practice Books for on-level students, Challenge for above-level students, and the English Learner Support Guide for English Learners.	48, 51, 54, 56, 57, 61, 61A, 63A, 63B, 64, 65E, 65F, 65G, 65K, 65L Differentiating Instruction for Workshop planners—TE Unit 1 Lesson 2 pages 42E-42I Online Access Card—Access Unit 1, Lesson 2, Day 3 for access to the following components: Reteach—pages 7-10 Intervention Guide—pages 21-38 Skills Practice Books—pages 15-24 Challenge—pages 6-9 English Learner Support Guide—pages 17-32
Instructional Design	20	SRA Imagine It! has a strong focus on Differentiating Instruction and provides resources to reach and engage every learner at every level. Each lesson provides specific scaffolding support for students approaching, at, and above level, as well as English Learners. In addition to Differentiating Instruction for Workshop planners, Reteach, Challenge, Intervention, and English Learner support, SRA Imagine It! also offers Leveled Readers, Leveled Readers for Science, and Leveled Readers for Social Studies. The Leveled Readers consist of fiction and nonfiction reading selections that enhance fluency, vocabulary, and comprehension. The Readers are categorized into four levels to provide the appropriate challenge for each student.	Differentiating Instruction for Workshop planners—TE Unit 2, Lesson 2, Day 1, pages 150E-150I Online Access Card—Access Unit 2, Lesson 2 for access to the following components: Reteach—pages 33-38 Challenge—pages 29-33 Intervention Guide—pages 115-132 English Learner Support Guide—pages 106-121 Leveled Readers—Shaping the Earth; Water and the Weather; Wind, Storms, and Oceans; Nature's Great Protector Leveled Readers for Science—Going in Circles!, The Notion of Motion, To Move or Not to Move, Our Neighbors in the Solar System
Instructional Design	22	Differentiated instruction is prominent throughout the lessons in grade 4. Not only are there specific Differentiating Instruction planners, Reteach, Challenge, Intervention, English Learner support, and	Differentiating Instruction for Workshop planners—TE Unit 2, Lesson 2, Day 1, pages 150E-150I Resources for Differentiating Instruction—

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Instructional Design	24	Leveled Readers, but everything is color-coded so that teachers can easily find materials or tips for English Learners (purple), approaching level learners (orange) on level learners (green) and above level learners (teal). Specific directions for differentiating instruction are	TE Unit 2, Lesson 2, Day 1 pages 66D, 66J-66L Online Access Card—Access Unit 2, Lesson 2 for access to the following components: Reteach—pages 33-38 Challenge—pages 29-33 Intervention Guide—pages 115-132 English Learner Support Guide—pages 106-121 Leveled Readers—Shaping the Earth; Water and the Weather; Wind, Storms, and Oceans; Nature's Great Protector Leveled Readers for Science—Going in Circles!, The Notion of Motion, To Move or Not to Move, Our Neighbors in the Solar System Differentiating Instruction for Workshop
msu ucuonai pesigli		provided in the Differentiating Instruction Workshop Planners at the beginning of each lesson. In addition, specific support for each lesson is offered in Reteach, Challenge, Intervention Guide, and English Learner Support Guide. Also, scaffolding is found at point of use in each part of the lesson in the Monitoring Progress boxes.	planners—TE Unit 1 Lesson 2 pages 42E-42I Online Access Card—Access Unit 1, Lesson 2, Day 3 for access to the following components: Reteach—pages 7-10 Intervention Guide—pages 21-38 Skills Practice Books—pages 15-24 Challenge—pages 6-9 English Learner Support Guide—pages 17-32 Monitor Progress boxes—TE Unit 1 Lesson 2, pages 42P, 44B, 61B, 65C, 65F, 65H, 65J, 65L, 65M Tips for Differentiating Instruction for English Learners—TE Unit 1 Lesson 2 pages 42O, 42P, 42Q, 42R, 43, 44A, 46, 47, 48, 51, 54, 56, 57, 61, 61A, 63A, 63B, 64,

			65E, 65F, 65G, 65K, 65L
Instructional Design	30	SRA Imagine It! should be taught by the general education classroom teacher. This is specified at the beginning of the program in the Introduction to Grade 4, as well as in the Administrator's Professional Development Guide.	TE Unit 1 pages viii-xi Administrator's Professional Development Guide page 1
Instructional Design	31	SRA Imagine It! should be taught by the classroom teacher in a general education classroom. This is specified at the beginning of the program in the Introduction to Grade 4 and the Getting Started section of the program, as well as in the Administrator's Professional Development Guide.	TE Unit 1 pages viii-xi Administrator's Professional Development Guide page 1
Phonics	7	Symbol to sound (decoding) and sound to symbol (spelling) are explicitly taught. The Word Structure part of the lesson that occurs in Preparing to Read is directly related to the Spelling section of the lesson, which is in the Language Arts portion.	TE Unit 1 pages 200-20R, 41I-41J, 420-42R, 65I-65J, 66O-66R, 85I-85J Online Access Card—Access Unit 1, Lesson 1, Day 1 for access to the following: Intervention Guide pages 4-6 Online Access Card—Access Unit 1, Lesson 2, Day 1 for access to the following: Intervention Guide pages 22-24
Phonics	11	Students practice fluency with different phonics components Including sound identification, CVC blending, word recognition, multisyllabic words, and text reading.	TE Unit 1 pages GS1, GS4, GS6, GS8, GS10, 200-20R, 20, 22-37, 68, 70-81 Online Access Card—Access Unit 1, Lesson 1, Day 1 for access to the following: Intervention Guide pages 4-6 Online Access Card—Access Unit 1, Lesson 2, Day 1 for access to the following: Intervention Guide pages 22-24
Phonics	17	Advanced phonics strategies are taught in the Word Structure portion of the lesson, where students learn how to break down words into key word parts, to identify roots and affixes, and to pronounce longer, more difficult words. Students apply these skills to reading the words on the word lines as well as to reading the sentences with the target skills. Then they	Unit 2 pages 1320-132R, 136, 139, 144, 1500-150R, 156. 160, 1680-168R, 174, 1900-190R, 194, 196, 198, 200, 2060-206R, 210, 212, 214, 216, 218, Program Appendix 19-21

		apply these same skills to other familiar and unfamiliar texts, whether it is the reading selection for the week,	
		Leveled Readers, or another selection altogether.	
Phonics	22	Advanced phonics strategies are taught in the Word Structure portion of the lesson, where students learn how to break down words into key word parts, to identify roots and affixes, and to pronounce longer, more difficult words. They apply these same skills to other familiar and unfamiliar texts, whether it is the reading selection for the week, Leveled Readers, or another selection altogether.	Unit 2 pages 1320-132R, 136, 139, 144, 1500-150R, 156. 160, 1680-168R, 174, 1900-190R, 194, 196, 198, 200, 2060-206R, 210, 212, 214, 216, 218, Program Appendix 19-21
Fluency	4	Fluency instruction is scaffolded with Leveled Readers available at the Approaching, On, Above, and English Learner levels. Instruction for each of the Leveled Readers is available in the Leveled Readers Teacher's Guide. In addition, depending upon the unit, a Leveled Reader for Science or a Leveled Reader for Social Studies is also available for students at the Approaching, On, Above, and English Learner levels, with scaffolded instruction available in the accompanying Leveled Readers for Science Teacher's Guide or Leveled Readers for Social Studies Teacher's Guide. Also, additional fluency instruction for struggling readers appears in the Intervention Guide.	Online Access Card—Access Unit 4, Lesson 1, Day 1 for access to the following: Approaching Leveled Readers: Thrill Rides!, Rocks to Soil On Level Leveled Readers: Science Fair Surprise, Looking for Scientific Proof English Learner Leveled Readers: Space Camp, Is It Scientific? Above Level Leveled Readers: Isabel's Invention, Tools of Science Leveled Readers Teacher's Guide pages 94, 98, 108, 110 Leveled Readers for Science Teacher's Guide pages 24, 28, 32, 36
Fluency	7	SRA Imagine It! addresses all the dimensions of fluency—speed, accuracy, and prosody. The teacher models these dimensions, and the Listening Library CDs and the online Student Reader offer students a proficient model of fluent reading that they can access outside the classroom. Instruction is found in the Teacher's Editions as well as in the Leveled Readers Teacher's Edition, Leveled Readers for Science	TE Unit 1 pages 19I, 39B, 45, 61B, 68, 81B, Program Appendix 22-26 TE Unit 3 pages 257B, 259B, 277B, 279B Online Access Card—Access Unit 1, Lesson 1, Day 1 for access to the following: eStudent Reader pages 24-37, 46-61 Leveled Readers Teacher's Guide pages

		Teacher's Edition, and Leveled Readers for Social Studies Teacher's Edition.	94, 98, 108, 110 Leveled Readers for Science Teacher's Guide pages 24, 28, 32, 36
Fluency	9	Fluency practice includes frequent teacher feedback to students.	TE Unit 2 pages 1320-132R, 134, 145B, 147B, 1500-150R, 152, 153, 163, 163B, 165B TE Unit 3 pages 264, 276, 277B, 279B, 2980-298R, 301,
Fluency	10	Fluency instruction is integrated into each day's lesson in both the Preparing to Read section as well as the Reading and Responding section. In the latter section students read each selection twice, which spans across four days. In addition, students read Leveled Readers for that week. At the end of each week is a fluency review.	TE Unit 1 Getting Started pages GS1-GS2, GS4-GS5,GS6, GS8-GS9, GS10-GS11 TE Unit 3 Lesson 2 pages 2620-262R, 265, 266-277, 277B, 279B, 281D, 281O, 281R TE Unit 4 Lesson 4 pages 4810-481R, 421, 422-433, 433B, 435B
Fluency	12	Irregular words are taught to be recognized automatically in SRA Imagine It!	TE Unit 1 pages GS1, GS4, GS6, GS8, GS10, 200-20R, 37B, 39B, 420-42R, 61B, 63B, 660-66R, 81B, 83B, 860-86R, 101B, 103B, 1060-106R, 115B, 117B, Program Appendix 13-16, 19-21, 22-26, Routines 1, 2 TE Unit 2 pages 1320-132R, 145B, 147B
Fluency	19	After students correct a fluency error, they may be asked to reread the word, word list, or sentence correctly and then to read it from the beginning.	TE Unit 1 pages GS1, GS4, GS6, GS8, GS10, 200-20R, 37B, 39B, 420-42R, 61B, 63B, 660-66R, 81B, 83B, 860-86R, 101B, 103B, 1060-106R, 115B, 117B, Program Appendix 13-16, 19-21, 22-26, Routines 1, 2 TE Unit 2 pages 1320-132R, 145B, 147B
Fluency	20	Students are given ample opportunities to use text at their independent or instructional level to help build fluency. Students read each selection in the Student Reader twice to help build fluency. In addition, Leveled Readers at the Approaching, On, Above, and English Learner levels are available to students. In addition,	Student Reader selections can be accessed in the Teacher's Editions. TE Unit 5 Lesson 3 pages 238-257, 259B, 260-261 Online Access Card—Access Unit 3, Lesson 1, Day 1 for access to the following:

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		depending upon the unit, a Leveled Reader for Science or a Leveled Reader for Social Studies is also available for students at the Approaching, On, Above, and English Learner levels. Also, a Vocabulary Warm-Up and Science or Social Studies Inquiry allow students additional opportunities to build fluency every week. Finally, struggling readers have other opportunities for additional practice in the Intervention Guide.	Approaching Leveled Readers: Danger on the River, Knowing Your Rights On Level Leveled Readers: Free to Go to School, A New Nation English Learner Leveled Readers: Freedom to Learn, The Birth of a Country Above Level Leveled Readers: Exploring Fort Ross, A Need for Independence Intervention Guide pages 202-205
Fluency	21	Multiple texts at each level are provided every week for students. Not only do students have weekly selections in their Student Readers, but Leveled Readers at the Approaching, On, Above, and English Learner levels are available to students. In addition, depending upon the unit, a Leveled Reader for Science or a Leveled Reader for Social Studies is also available for students at the Approaching, On, Above, and English Learner levels. Also, a Vocabulary Warm-Up and Science or Social Studies Inquiry allow students additional opportunities to build fluency every week. Finally, struggling readers have other opportunities for additional practice in the Intervention Guide.	Student Reader selections can be accessed in the Teacher's Editions. TE Unit 4 Lesson 1 pages 350-351, 352-367, 370-371 Intervention Guide pages 292-295 Online Access Card—Access Unit 4, Lesson 1, Day 1 for access to the following: Approaching Leveled Readers: Thrill Rides!, Rocks to Soil On Level Leveled Readers: Science Fair Surprise, Looking for Scientific Proof English Learner Leveled Readers: Space Camp, Is It Scientific? Above Level Leveled Readers: Isabel's Invention, Tools of Science
Fluency	24	Students have opportunities to time themselves and graph their results.	TE Program Appendix page 26
Fluency	25	Directions for partner reading are specified in the program.	Online Access Card—Access Unit 3, Lesson 3, Day 1 for access to the following: Leveled Readers Teacher's Guide page vi Leveled Readers for Social Studies Teacher's Guide page v Lesson Assessment page xii
Fluency	26	Error correction directions are included in the Program Appendix	TE Unit 1 Program Appendix page 25
Vocabulary	6	Assessments to measure and monitor progress in	Online Access Card—Access Unit 3, Lesson

		vocabulary are included in the Lesson Assessment for	3, Day 5 for access to Lesson Assessment
		each week as well as at the end of every unit in the	Book 1 page 101
		Benchmark Assessment.	Online Access Card—Access Unit 3, Lesson
			4, Day 5 for access to Lesson Assessment
			Book 1 page 109
			Online Access Card—Access Unit 3, Lesson
			5, Day 5 for access to Lesson Assessment
			Book 1 page 117
			Online Access Card—Access Unit 3, Lesson
			5, Day 10 for access to the following:
			Benchmark Assessment pages 59-60
Vocabulary	10	SRA Imagine It! makes use of Read Alouds so that	TE Unit 2 pages 131I-135N
,		students with explanation and instruction of key	TE Unit 3 pages 235I-235N, 301
		vocabulary.	TE Unit 4 pages 349I=349N
		·	TE Unit 5 pages 463I-463N
Vocabulary	23	Dictionary use is taught using grade-appropriate	TE Unit 1 pages GS8, 41M, 41S, 117J, 129B
,		dictionaries.	TE Unit 2 pages 149M, 149S, 205J
			TE Unit 5 pages 464, 475J, 476, 493J, 494,
			514, 540, 553L
			TE Unit 6 pages 566, 584, 601J, 602, 618
Comprehension	4	Comprehension instruction is scaffolded in the	TE Unit 3 pages 264B, 266-277, 279A, 288,
		Teacher's Edition with Monitoring Progress boxes	289, 293, 293A, 295A
		checking to ensure that students comprehend the	
		selection. Comprehension practice for students is	Online Access Card—Access Unit 3, Lesson
		available at their level. Also, Leveled Readers available	2, Day 3 for access to the following:
		at the Approaching, On, Above, and English Learner	Skills Practice 1 pages 145-146
		levels. Instruction for each of the Leveled Readers is	
		available in the Leveled Readers Teacher's Guide. In	Intervention Guide pages 213-214, 217-
		addition, depending upon the unit, a Leveled Reader	223
		for Science or a Leveled Reader for Social Studies is also	
		available for students at the Approaching, On, Above,	Leveled Readers Teacher's Guide pages
		and English Learner levels, with scaffolded instruction	66, 68, 74, 84
		available in the accompanying Leveled Readers for	
		Science Teacher's Guide or Leveled Readers for Social	Leveled Readers for Social Studies
		Studies Teacher's Guide. Also, additional	Teacher's guide pages 24, 28, 32, 36

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		comprehension instruction for struggling readers	
		appears in the Intervention Guide, not only for the	
		selection in the Student Reader but also for an	
		additional selection. Finally, teacher tips for English	
		Learners are provided throughout the Reading and	
		Responding section of the program.	
Comprehension	6	Assessments to measure and monitor progress in	Online Access Card—Access Unit 3, Lesson
		comprehension are included in the Lesson Assessment	1, Day 5 for access to Lesson Assessment
		for each week as well as at the end of every unit in the	Book 1 pages 86-89, 91
		Benchmark Assessment.	Online Access Card—Access Unit 3, Lesson
			2, Day 5 for access to Lesson Assessment
			Book 1 pages 94-97, 99
			Online Access Card—Access Unit 3, Lesson
			3, Day 5 for access to Lesson Assessment
			Book 1 pages 102-105, 107
			Online Access Card—Access Unit 3, Lesson
			5, Day 10 for access to the following:
			Benchmark Assessment pages 51-58
Comprehension	30	Conventions of expository text, such as chapter	TE Unit 1 pages 64-65, 84-85, 104-105,
		headings, charts, and graphs, are taught repeatedly in	105M
		SRA Imagine It! grade 4. Besides chapter headings,	TE Unit 2 pages 148-149, 166-167, 204-
		charts, and graphs, the program provides instruction	205, 205M, 224-225, 233O
		for other text features, including captions, maps, and	TE Unit 3 pages 260-261, 261M, 265, 296-
		time lines.	297, 297M, 318-319, 338-339
			TE Unit 4 pages 386-387, 416-417
			TE Unit 5 pages 474-475, 475M, 512-513,
			538-539, 554-555
			TE Unit 6 pages 616-617, 630-631, 656-
			657
Comprehension	31	Conventions of expository text, such as chapter	TE Unit 1 pages 64-65, 84-85, 104-105,
		headings, charts, and graphs, are taught repeatedly in	105M
		SRA Imagine It! grade 4. Besides chapter headings,	TE Unit 2 pages 148-149, 166-167, 204-
		charts, and graphs, the program provides instruction	205, 205M, 224-225, 233O
		for other text features, including captions, tables,	TE Unit 3 pages 260-261, 261M, 265, 296-
		maps, and time lines. Explicit strategies for interpreting	297, 297M, 318-319, 338-339

		information from these charts, graphs, tables, and diagrams are provided.	TE Unit 4 pages 386-387, 416-417 TE Unit 5 pages 474-475, 475M, 512-513, 538-539, 554-555 TE Unit 6 pages 616-617, 630-631, 656-657
Motivation and Engagement	4	A variety of choices that align with instruction are available for students. Students have choices in their topics for writing assignments as well as for their Inquiry projects. Students also may choose whether they work independently or within a group for their Inquiry assignments. Students may choose books that go along with the theme for additional reading to build knowledge. Finally, Students may also choose what to bring in and share on the Concept/Question Board.	TE Unit 1 page GS5, Program Appendix 50, 56 TE Unit 2 pages vii, 217 TE Unit 4 pages 258, 371E-371H, 387E-387H, 417E-417H, 437E-437H, 451G-471J TE Unit 5 pages 475A-475D, 493A-493D, 513A-513D, 539A-539D, 553C-553F